R E P O R T R E S U M E S

ED 010 772 SP 000 369

A STUDY OF SUPPLY AND DEMAND FOR NEW YORK TEACHERS OF HOME ECONOMICS, WITH IMPLICATIONS FOR TEACHER PREPARATION.
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY

PUB DATE FEB 65

EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *HOME ECONOMICS EDUCATION, *TEACHER EDUCATION, *TEACHER SUPPLY AND DEMAND, ALBANY

SUPPLY AND DEMAND DATA ON SECONDARY SCHOOL HOME ECONOMICS TEACHERS IN NEW YORK STATE WERE FURNISHED BY QUESTIONNAIRE RESPONSES FROM 82 PERCENT OF 783 SCHOOL ADMINISTRATORS. FIVE HUNDRED REPLACEMENT TEACHERS AND 497 NEW TEACHERS WILL BE NEEDED DURING THE PERIOD 1964-68. CERTIFICATION STATUS AND EDUCATIONAL BACKGROUND INFORMATION WAS FURNISHED BY QUESTIONNAIRE RESPONSES FROM 80 PERCENT OF 1,964 HOME ECONOMICS TEACHERS. ONE-HALF HELD PERMANENT CERTIFICATES, ONE-THIRD HELD PROVISIONAL CERTIFICATES, WHILE THE REMAINING ONE-SIXTH WERE NOT CERTIFIED (HALF OF THEM BECAUSE DEGREES WERE EARNED OUT OF STATE). A LACK OF ACCESSIBLE, LOW TUITION PROGRAMS IN HOME ECONOMICS WAS CITED. IF THE SHORTAGE IS NOT TO BECOME GREAT, MORE HOME ECONOMICS PROGRAMS MUST BE SET UP. (LC)

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The State Education Department
Office of Occupational Education and Manpower Resources
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A STUDY OF SUPPLY AND DEMAND FOR NEW YORK TEACHERS OF HOME ECONOMICS, WITH IMPLICATIONS FOR TEACHER PREPARATION

February 1965

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Abstract

A Study of Supply and Demand for New York State Teachers of Home Economics, with Implications for Teacher Preparation

A study conducted in 1962-64 by the New York State Education Department, Bureau of School and Cultural Research and the Bureau of Home Economics, to gather evidence to substantiate (1) the apparent need for additional home economics teachers, (2) the need for strategically located facilities offering home economics graduate courses, (3) the need for updating training of present teaching force.

Two questionnaires were sent out (1) to all known secondary school home economics teachers in the State, and (2) school administrators employing one or more home economics teachers. The teachers' questionnaire included items dealing with certification status, record of teacher preparation, plans for further study, years and type of experience, frequency and duration of interruptions in teaching, identification of last calendar year of teaching service. The administrators' questionnaire included items such as the number of teachers employed in 1962-63 academic year, and the number employed in 1957-58, the anticipated number of home economics positions in 1967-68, the existing vacancies and problems encountered in hiring qualified teachers.

The data obtained from the responses ~~was~~ were grouped according to the standard economic area classification system developed by the Department of Commerce which splits the State into 11 regions, New York City being a separate entity. After machine tabulation, the data ~~was~~ were analyzed. A number of questions arose, indicating the need for a person-by-person analysis. A comparison was then made of the information given by the teacher on the questionnaire form and on her Professional Personnel Card filed in the Bureau of Home Economics. In addition a study was made of the Professional Personnel Cards of those teachers currently employed (1963-64) who did not participate in the study, either because

they failed to send in a response or because they were not then employed at that school.

Supply and Demand

There were 1,964 questionnaires sent to teachers and of this number 1,580 or 80 percent responded. Questionnaires were sent to 783 administrators and 82 percent responded. The findings in this study indicate that during the period of September 1964-June 1968 there will be 369 new positions in upstate New York and 128 in New York City. Coupled with the rate of turnover found in this study, during this 3-year period over 500 replacement teachers will be needed in addition to the 497 teachers needed to fill new positions. When this total need for approximately 1,000 teachers is compared with the June 1964 output of home economics teachers from the colleges and universities in New York State, the seriousness of the teacher shortage becomes apparent.

Certification

Of the 1,580 responses, 50 percent hold permanent or life certificates, 35 percent hold 10-year provisional, and 15 percent are not certified, the greatest number of noncertified appearing in Long Island and Rochester. Half of those noncertified were so classified because degrees had been earned out of State and 18 percent of this group had lapsed 10-year prior certificates.

Recent Graduate Study

The number of teachers doing graduate work appears to be rising. Twenty-nine percent of those responding reported no graduate study but this included first-year teachers who had just completed their B.S. degree. The areas other than home economics in which graduate work had been undertaken, indicated the inaccessibility, either geographically, or of low-tuition graduate programs, or a change of educational interest field. Because more than half the teachers

report no graduate study, this means they will seek graduate study. Colleges and universities must be prepared to meet this potential professional need.

Tenure

There was no clearcut picture on tenure because of inconsistency of available information. Of the 581 teachers reporting tenure, the need for refresher courses for updating and retraining was emphasized.

Ten tables and a map show regional breakdowns for a more complete study of area needs and trends.

A STUDY OF SUPPLY AND DEMAND FOR NEW YORK TEACHERS OF HOME ECONOMICS WITH IMPLICATIONS FOR TEACHER PREPARATION

Introduction

A primary concern in home economics over the past few years has been that the demand for qualified home economics teachers has far exceeded the supply. This is believed to be attributed to many factors, such as: an insufficient number of graduates in teacher education to meet the heavily increasing number of jobs available; large turnover of teaching personnel due to early marriages and young children in the family; families or individuals moving in and out of the State; loss of possible teaching personnel through failure to meet New York State certification requirements because of out-of-state preparation and/or time lapse before completing the graduate program.

In 1962 plans were made by the Bureau of Home Economics Education, New York State Education Department, to conduct a study to gather evidence to substantiate the apparent need for additional home economics teachers in New York State. The four-fold problem identified was to determine the need to:

1. prepare additional home economics teachers in New York State as the present supply does not begin to meet the demand

2. expand existing facilities in present home economics units so that an increased number of teachers can be prepared

3. establish additional facilities to make possible the preparation of teachers in strategic geographical areas

4. update training of the present teaching force

The study was undertaken by the Bureau of School and Cultural Research, with the assistance of the Home Economics Education state supervisory staff, Miss Dorothy Lawson, Chief. Analysis of data and the development of this report was conducted by Alan Robertson, Associate in Vocational Education Research, assisted by Theresa Mack, Home Economics Research Consultant.

Conclusions and Implications

The findings in this study indicate that a serious shortage of qualified Home Economics teachers will exist by the fall of 1967 unless an immediate effort is made to increase the supply. This can be done by increased enrollment of new teacher candidates; retraining and certifying former Home Economics teachers prepared in New York State, and out of state; certifying teachers prepared out-of-state; training and certifying those persons formerly employed in business and industry who have a Home Economics degree in areas other than teaching. A large proportion of this shortage will be centered in downstate New York, particularly in Long Island.

Furthermore, the proportion of veteran teachers who have not undertaken any refresher or graduate study in the past 15 years indicates an existing need for updating. Although the data is still being studied, preliminary indications are that the present lack of low tuition accessibility of graduate courses is a factor, and might well apply to those numbers of teachers who are not as yet fully certified.

A bold, forward-looking, program of action in expanding teacher education opportunities in home economics is called for. Following are a series of recommendations for consideration by those in leadership positions. A number of these recommendations grew out of a group meeting involving Home Economics teacher educators, state supervisors and research personnel, who discussed implications of some of the preliminary findings of the study. These were presented verbally at a conference of leadership personnel held during November 1964, in Albany, New York:

I. Program Expansion to Secure Additional Undergraduates in Home Economics Education

   A. An increase of effort is necessary for greater recruitment for enrollment of undergraduates by the 10 colleges and universities offering approved programs. Admissions criteria should be scrutinized and re-evaluated, at the State University Colleges and by secondary school guidance counselors since a significant number of college students are dropping out of home economics education programs because of failures in college general education subjects, such as English and science. The establishment of admissions quotas to each of the three State University programs in home economics <u>education</u> needs to be re-evaluated, revised upwards, and reconsidered in light of the proportion of each institution's output of graduates who enter teaching as well as statewide projected needs.

   B. Teacher-education curriculums need to be open-ended and re-structured to suggest continuation, rather than termination of home economics education study, upon completion of the bachelor degree.

C. A statewide, periodic updating of information on former program graduates, not presently in teaching, should be conducted through coordinated specific follow-up studies by the New York State Home Economics Association, by the college departments, and by examination of college alumni association records, in order to determine reserve teacher potential.

D. Further exploration of transfer programs should be undertaken in which potential Home Economics teachers could complete their general education requirements by attending two years at any New York State University Teachers or Community College. Transfer for the final two years to a State University College Home Economics education program at either Plattsburg, Oneonta or Buffalo, as well as Cornell should be possible without loss of credit or the necessity of extending the normal four year time to meet B.S. requirements.

II. Program Expansion to Update and Upgrade Presently Employed Home Economics Teachers

A. A strong in-service program is essential emphasizing degree credit courses which provide both depth and scope, and which will serve to update learnings and understandings as well. This should be scheduled in both late afternoon, evening, intensive and regular summer sessions, in both on-campus and off-campus centers in locations to serve those teachers who cannot enroll in present programs because of travel distance. This should be a dual program geared to:

1. The experienced teacher who has permanent certification and needs updating in content and new methods of teaching, particularly in the wage-earning courses.

2. The inexperienced teacher, either provisionally certified or working toward certification, who needs immediate assistance with classroom management, purchasing, equipment, budgets, and other related problems.

This in-service program needs to be developed according to a statewide plan involving all teacher training institutions, to foster a coordination of effort.

As part of this, the establishment of an Extension Center for Home Economics Teacher Education under State University sponsorship is strongly recommended for Long Island. This should include both undergraduate and graduate preparation.

B. A study of the content of graduate courses in Home Economics and Home Economics Education is indicated. This study should also include the availability of such courses, so that teachers working toward the 30 hours necessary for permanent certification can study in the Home Economics field rather than being forced to obtain graduate credits in other disciplines in education.

C. A reciprocal undergraduate and graduate credit transfer program should be developed between all Home Economics teacher training institutions in the State so that undergraduate and graduate credits of present teachers working toward degrees or certification will not be jeopardized if they have to move. This has been a deterrent to in-service training of teachers who expect to move because of changes in their husband's place of employment.

D. An expansion of the existing reciprocal certification programs between several New England states, New Jersey and New York to include others with similar standards, should be pursued so that graduates of accredited college Home Economics Education programs in other states may more readily obtain New York certification.

E. A follow-up to determine if the recently-announced state aid penalties for a district's continued employment of noncertified teachers on certificates of default, will serve to eliminate these uncertified teachers not interested in eventually being certified.

III. Program Expansion to Encourage Home Economists Who Are in Industry or Full-Time Homemakers to Enter Teaching

A. Home Economists who are in industry or who have become full-time homemakers should be identified and this can be done through professional association memberships, publication subscription lists and alumni records, etc., to determine if there is sufficient interest and number of such persons to establish a series of intensive regional programs in the necessary methods and content courses, credit bearing, which will prepare for provisional teaching certification in the shortest possible time.

B. Coupled with the above recommendations, a study of the total Home Economics program at the secondary level is suggested to determine whether part-time employment of qualified homemakers as teacher aides, and full-time employment of former Home Economists enrolled in local teacher training courses working toward certification could be utilized to enrich or enlarge the program. In the case of the latter group, who have preparation in content but lack education courses, a pilot program involving part-time paid teaching under supervision coupled with part-time teacher preparation, similar to the Harvard Graduate School of Education Intern Program for academic teachers might be explored, by an interested teacher training institution. Such a program might be feasible particularly in the new wage-earning home economics subject matter areas.

IV. Program Expansion to Promote Home Economics Teaching as a Profession

A strong pilot program should be undertaken by a cooperating institution, or professional association to develop effective techniques in interpreting Home Economics Education to the public, and particularly to high school students and their parents. Such a program should focus upon the identification and publicizing of the goals, images, status, and rewards in Home Economics teaching.

While all of the details of the data concerning characteristics and needs of the teaching force have not been presented in this report, they are readily available, in regional breakdowns, to those who might be concerned with its implementation.

Part I - Procedures

Collecting the Data

To collect data for the study it was decided to survey all known secondary home economics teachers in the State, and school administrators employing one or more home economics teachers.

Accordingly, two questionnaires were designed one for teachers and one for administrators covering the following items:

A. Teachers' Questionnaire

1. Identification of teacher by position and school system.

2. Certification status for home economics and record of teacher preparation.

3. Plans for further study and optimum time for course schedulings.

4. Years of experience in teaching at different levels, and other home economics jobs in business and industry.

5. Frequency and duration of interruptions in home economics teaching service.

6. Identification of newly created teaching positions, and level and type of employment in previous year of the teachers filling them.

7. Identification of last calendar year of elementary or secondary teaching service for all teachers.

B. Administrators' Questionnaire

1. Number of Home Economics Education Teachers employed in their school in 1962-63 academic year, and number employed in 1957-58.

2. Anticipated number of teaching positions in Home Economics Education in the academic year 1967-68.

3. Home Economics teaching positions now vacant, and vacancies occurring in the present year.

4. Problems encountered in securing qualified teachers.

It was planned that data would be tabulated on a regional basis and compared with the information submitted annually to the Bureau of Home Economics Education by each approved home economics teacher training institution. This would assist in determining if possible geographic differences in teacher certification and preparation could be related to the proximity of opportunities for college study.

Therefore, the standard economic area classification system developed by the Department of Commerce which splits the State into 11 regions was used to group data from teachers and administrators; New York City was treated as a separate entity. Each of these regions comprised from two to nine counties, and they may be identified from the map which appears as Table IX of this report. (Page 25)

The percentages of teacher questionnaire returns were computed regionally in order to more accurately project data on a 100 percent area basis, and were as follows:

Long Island	- 82%	Northern	- 79%	Rochester	- 81%
Westchester	- 76%	Mohawk	- 82%	Elmira	- 85%
Mid Hudson	- 93%	Binghamton	- 88%	Buffalo	- 75%
Capital District	- 81%	Syracuse	- 87%		

Statewide Teacher Return - 80%

The percentage of return of the administrators' questionnaire was 82 percent statewide, and regional differences in percentage of return were not particularly significant.

After coding and punching, totals on each item were obtained through a series of IBM machine runs, and these were examined and interpreted by staff personnel from the Bureau of Home Economics Education, and Vocational Education Research, in light of the personal knowledge of education programs and personnel possessed by the Bureau field supervisors.

As a result of this initial analysis of the data, a number of questions and problems were identified which seemed to indicate the need for further, more intensive study, as follows:

1. Was the number of teachers tabulated as "not certified" accurate (it seemed somewhat high) and was there misunderstanding in reporting frequency of teaching career interruption?

2. Was the preparation, certification, and preferences for scheduling of in-service training of those teachers who did not respond to the questionnaire consistent with that of the teachers who did respond?

   What were the net numbers of teachers by region who were interested in evening, Saturday, and summer session courses?

3. Was there a trend toward further study as evidenced by teachers changing certification status between 1962-63 and 1963-64, and by teachers reporting graduate study?

4. What was the pattern of teacher turnover? Were there regional differences in turnover pattern?

To seek answers to the above questions and more clearly understand the data obtained by machine tabulation, it was decided to do a person-by-person comparison of the 1,580 responses on the Teacher Questionnaire with the information reported

by each teacher on her "Professional Personnel Card" (hereafter referred to as "Personnel Card") filed in the Bureau of Home Economics. These are standardized cards developed by the Education Department and must be submitted by each teacher whenever her school employment status changes. In addition, the statewide list of Home Economics Teachers for 1963-64 was studied to determine: (1) Who were the teachers, by name, who did not respond to the questionnaire in 1962-63, and who were still teaching; (2) teacher turnover by name and teaching position; (3) the training and certification status of replacement teachers. Furthermore, in a person-by-person comparison of questionnaire returns with personnel cards a respondent's data could be cross-checked, and regional trend lines determined with respect to preparation and in-service study.

The method of procedure in the hand tabulation, and problems which arose are summarized below:

The responses to the questionnaire survey were arranged by counties in 11 economic groups. Within the counties each response as received was placed in numberical order. In setting up the sheets for hand tabulation, the same groupings were used. When each teacher's questionnaire and personnel cards were compared, the most recent information was recorded. In addition, the names of those who had not participated in the study, but were teaching at the school (1963-64), were listed separately and the information regarding them was tabulated in the same manner. When all the responses had been compared, tables were set up summarizing the data and from these conclusions were made and implications drawn.

It was found that the information reported on the personnel card was not consistent. Forms change each year. In 1961-62 there was dated information regarding type of certificate held, college degrees, courses taken, whether degrees were earned in or out of State. In 1963-64, the personnel card had been simplified so that only general information was available.

Since a new card was filled out in most instances only when a teacher changed positions, the most recent data was not always available.

Teachers in some cases were uncertain of kind of degree held (BS vs BA, or simply noted "Masters degree" or tenure status.) Thus their information was not always useable.

As a result of the person by person analysis, some of the data obtained by machine tabulation was modified and some confirmed. Data obtained about these teachers not covered in the questionnaire is presented in Part III.

Part II - Findings - Part I - Analysis of Teacher Data of Those Returning Questionnaire

A. Certification

The person-by-person comparison revealed that the certification status of teachers could be summarized as follows:

Number responding:	1,580	(70% of total 1964 teachers)
Certified	797	(50%) with permanent or life certificate
	548	(35%) with 10 year provisional
Noncertified	235 -	15%
	19 -	holding 5 year provisional
	14 -	holding 10 year provisional pending
	114 -	degree earned out-of-state
	19 -	no Home Economics Education
	19 -	no degree
	43 -	degree outdated (lapsed 10 years provisional)
	7 -	other reasons

Information received from New York City reported all Home Economics teachers as "certified" but a breakdown of the types of certificates held was not available.

The greatest number of noncertified teachers appeared in the Long Island (19%) and Rochester (18%) regions. These are both areas where industry created employment turnover. This in turn is reflected in teacher certification, turnover and length of employment, because of a teacher's residence and place of service being dependent upon that of her husband's.

Those who claimed a 5-year provisional certificate either had earned it out-of-state or were confused with the degree granted in academic areas. Those who indicated "No Home Economics Education" were those who had a Home Economics background in areas other than teaching. The number of teachers who had no Home Economics background was insignificant, and these were usually members of a religious community in private schools who taught academic as well as homemaking courses. In most cases, teachers who were not certified were now taking courses for certification.

Fourteen teachers claimed "10-year provisional certificates pending," indicating that certification requirements had been met, or that a 10-year provisional certificate was held, and application was pending for permanent certification. In Table I is found the complete breakdown by region. (Page 13)

B. Date of Most Recent College Study

The number of teachers doing graduate work appeared to be rising. Only twenty-nine percent or 452 teachers reported "no graduate study." This number includes first year teachers. Forty percent or 630 teachers reported study in 1960-64, twenty-three percent or 370 teachers reported study in 1950-59. Depression and war years affected graduate study from 1930-50, but for five percent the last study occurred between 1940-49, and for four percent between 1930-39.

Distinctive pockets or clusters showed up in the:

1. Buffalo region - a group who earned degrees in the 30's and received permanent certification reported no graduate study except a recent two-point course. Previous employment in the Social Welfare Department was also reported more often by this group.

Table I

NEW YORK STATE HOME ECONOMICS TEACHER TURNOVER, SUPPLY AND DEMAND STUDY

Certification Status of Teachers Responding to Questionnaire

Area	Responses	Certified		Not Certified							Not Certified	
		Perm.	10 yr. Prov.	5 yr. Prov.	10 yr. Pend.	Degree out of State	No H. E. Educ.	No Degree	Degree Outdated	Other Reasons	Total	percent
1. Long Island	350	155	127	7	8	40	8	1	3	1	68	19
2. Westchester	133	76	36	0	1	12	3	0	3	2	21	16
3. Mid-Hudson	115	48	48	0	1	9	1	3	5	0	19	16
4. Capitol Dist.	133	50	62	1	2	10	0	1	5	2	21	16
5. Northern	85	43	37	1	1	1	0	0	2	0	5	06
6. Mohawk	80	51	21	0	0	2	0	2	3	1	8	10
7. Binghamton	86	50	26	0	0	4	1	0	4	1	10	12
8. Syracuse	123	75	36	4	0	2	1	1	4	0	12	10
9. Rochester	147	66	54	3	0	11	4	3	6	0	27	18
10. Elmira	83	50	20	0	0	6	1	3	3	0	13	16
11. Buffalo	245	133	81	3	1	17	0	5	5	0	31	13
12. New York City*	-	-	-	-	-	-	-	-	-	-	?	?
Total Upstate	1580	797 50%	548 35%	19 8%	14 6%	114 48%	19 8%	19 8%	43 18%	7 3%	235	15

*All New York City teachers reported as "certified"

The certification status of the 235 teachers reported as "not certified" is broken down above. There is no "5 yr. Provisional" Home Economics Teaching certification in New York State.

2. Syracuse region - More consistent graduate study. There were more teachers with a masters degree plus additional credits ranging as high as 72 credits beyond masters. It is possible that this pattern could be traced to the accessibility of graduate courses at Syracuse University.

3. Suburban New York City region - More reported previous experience in dietetics and business.

The areas in which graduate study had been undertaken were fragmentarily reported, but Guidance was predominant with Elementary Education, the disadvantaged child and Institutional Management appearing frequently (See page 15, Table II.) This frequency of study in areas other than home economics could reflect the relative inaccessability of low tuition graduate programs, or a change of educational interest field.

C. Graduate Study and Degree Earned

Table III, page 16, shows a breakdown by areas of the degrees earned, and Table IV, page 17, indicates dates of most recent graduate study. Masters degrees were held by 25 percent of the teachers and 12 percent held the BS plus 30 additional credits. It can be assumed that this graduate study was for certification purposes and may account for the increase of study reported in 1960-64 from 23 percent to 40 percent.

Twenty-eight percent of the teachers held BS degrees without additional graduate study, and 29 percent report no graduate study. Thus, more than one half of the teachers may seek graduate study. Colleges and universities must be prepared to meet this potential professional need.

Table X shows the output of colleges and universities in the State with approved home economics education programs for the past three years. For example, in 1964, 211 seniors were graduated with bachelors degrees (Teachers College has a graduate program only,) but of these only 127 actually accepted New York City and State, Home Economics teaching positions.

Assuming that this output is constant, against the same assumption regarding continuing of this rate of turnover, we can expect that the total of four year supply of new teachers ('64, '65, '66, '67) will be approximately 508 against a demand during the same period for over 1,000!

Information was not available by way of the questionnaires from individual New York City Home Economics teachers. The administrators' questionnaire did, however, indicate system-wide present and projected teacher needs.

Findings - Part II - Home Economics Teachers Who Did Not Participate in Study

There were 629 teachers whose names appeared on the 1962-63 Bureau of Home Economics teachers list, and who did not participate in the study. Tables V, VI, VII, on pages 18, 19, and 20 show a breakdown of certification status, degrees held, and graduate study for this group. Since there was no information on

Table II

NEW YORK STATE HOME ECONOMICS TEACHER TURNOVER, SUPPLY AND DEMAND STUDY

Most Recent Graduate Study Reported by Teachers

Area	Responses	B.S.	B.S.+	B.S.+30	Masters	Masters+	Ed. D.	No Degree
1. Long Island	350	125	46	34	108	36	0	1
2. Westchester	133	34	19	7	46	27	0	0
3. Mid-Hudson	115	45	21	19	20	7	0	3
4. Capitol District	133	38	45	21	18	9	1	1
5. Northern	85	17	28	13	15	12	0	0
6. Mohawk	80	20	24	20	11	3	0	2
7. Binghamton	86	22	27	8	17	12	0	0
8. Syracuse	123	17	40	13	31	20	1 (*Special	1
9. Rochester	147	42	47	26	19	10	0	3
10. Elmira	83	11	39	5	25	0	0	3
11. Buffalo	245	76	61	20	62	21	0	5
12. New York City				(Not Reported)				
Total Upstate	1580	447 28%	397 25%	186 12%	372 24%	157 10%	2	19
Teacher Census 1962-63 (excludes NYC)	1964							

*Special - 3 year Normal School

Table III

NEW YORK STATE HOME ECONOMICS TEACHER TURNOVER, SUPPLY AND DEMAND STUDY

Degrees Earned by Teachers (80% Return)

Area	Response	Before 1930	1930	1940	1950	1960	* No Study Number	No Study Percent
1. Long Island	350	0	3	15	74	133	125	.35
2. Westchester	133	2	5	11	37	44	34	.24
3. Mid-Hudson	115	0	4	5	25	33	48	.41
4. Capitol District	133	0	5	5	29	56	38	.28
5. Northern	85	0	0	3	23	42	17	.20
6. Mohawk	80	1	4	7	17	29	22	.27
7. Binghamton	86	1	3	2	21	37	22	.25
8. Syracuse	123	2	4	7	38	55	17	.14
9. Rochester	147	0	6	10	24	65	42	.28
10. Elmira	83	0	4	2	29	37	11	.13
11. Buffalo	245	0	2	15	53	99	76	.31
12. New York				Not Reported				
Total Upstate	1580	6	40	82 (War Years)	370	630	452	29%

* Includes first year teachers

Table IV

NEW YORK STATE HOME ECONOMICS TEACHER TURNOVER, SUPPLY AND DEMAND STUDY

Teacher Tenure (Limited Return)

Area	Responses	Tenure*	Less Than 5 Years	5-9 Years	10-14 Years	15-19 Years	20-29 Years	30-39 Years	40 Years or More
1. Long Island	350	109	25	44	16	10	7	5	--
2. Westchester	133	53	7	11	13	9	5	4	2
3. Mid-Hudson	115	34	5	13	3	5	6	2	--
4. Capitol District	133	44	7	13	9	8	4	3	--
5. Northern	85	24	2	9	3	4	1	5	--
6. Mohawk	80	33	3	11	9	1	1	6	2
7. Binghamton	86	41	7	15	9	4	5	--	1
8. Syracuse	123	54	3	23	14	3	6	5	--
9. Rochester	147	51	9	18	12	7	4	1	--
10. Elmira	83	41	4	17	8	10	1	1	--
11. Buffalo	245	101	15	28	14	13	13	17	1
12. New York City	----------NO INFORMATION----------								
Total	1580	585	87	202	110	74	53	49	6

* Reported Tenure - but did not always indicate number of years

Table V

New York State Home Economics Teachers
on 1963-64 Teachers List Who Did Not Participate in Study
(Either "New" or Did Not Respond to Questionnaire in 1962-63)

Certification

Area	No. of teachers	No information	Non-certified	First yr. teacher	Permanent	10 yr. provisional	5 yr. provisional
1. Long Island	172	63	33	33	25	45	6
2. Westchester	52	14	8	2	16	12	2
3. Mid-Hudson	16	9	4	-	1	2	-
4. Capital District	56	21	10	6	11	13	1
5. Northern	46	8	7	7	16	15	-
6. Mohawk Valley	30	8	6	3	7	9	-
7. Binghamton	33	8	3	12	8	14	-
8. Syracuse	43	18	5	4	9	10	1
9. Rochester	55	15	6	8	15	18	1
10. Elmira	29	5	4	8	9	9	2
11. Buffalo	97	42	7	6	20	25	3
12. New York	----------NO INFORMATION----------						
Total	629 211 418	211	93 22%	99 23%	137 34%	172 41%	16 4%

Percents based on 4/8 returns

Table VI

New York State Home Economics Teachers
on 1963-64 Teachers List Who Did Not Participate in Study
(Either "New" or Did Not Respond to Questionnaire in 1962-63)

Degrees and Tenure

Area	No. of teachers total	Masters plus	Masters	BS plus 30	BS plus	B.S.	No degree	No H.E. education	Degree out of State	Tenure
1. Long Island	109	11	9	-	19	38	-	-	7	19
2. Westchester	38	5	11	4	6	12	-	-	4	7
3. Mid-Hudson	7	-	-	-	5	2	-	-	4	3
4. Capital District	35	3	6	4	2	20	-	-	6	13
5. Northern	38	1	5	6	3	20	3	-	-	15
6. Mohawk Valley	22	1	3	2	6	9	1	-	-	3
7. Binghamton	25	1	2	2	7	12	-	1	3	8
8. Syracuse	25	2	-	4	5	13	1	-	4	3
9. Rochester	40	-	3	2	9	25	1	-	5	10
10. Elmira	24	-	3	1	1	15	-	-	-	4
11. Buffalo	55	1	6	5	13	28	1	1	4	17
12. New York	----------NO INFORMATION----------									
Total	418	25 6%	48 12%	30 7%	76 18%	194 46%	7 -	2 -	37 9%	102 24%

Table VII

New York State Home Economics Teachers
on 1963-64 Teachers List Who Did Not Participate in Study
(Either "New" or Did Not Respond to Questionnaire in 1962-63)

Last Year of Graduate Study

Area	No. of teachers	1930-39	1940-49	1950-59	1960-61	Graduate study but no dates given
1. Long Island	21	2	4	6	9	20
2. Westchester	11	-	4	5	2	13
3. Mid-Hudson	6	-	1	-	5	-
4. Capital District	7	2	1	2	2	10
5. Northern	9	-	-	8	1	6
6. Mohawk Valley	9	1	1	3	4	1
7. Binghamton	10	-	-	4	6	-
8. Syracuse	2	-	-	1	1	9
9. Rochester	9	1	-	1	7	4
10. Elmira	7	-	2	2	3	3
11. Buffalo	23	2	2	6	13	4
12. New York	----------NO INFORMATION----------					
Total	114	8	15	38	53	70

211 of the 629 teachers, results are incomplete, but some comparisons and conclusions can be made based on the data secured for 418 teachers. Since 93 in this group were not certified (not counting "5-year provisionals") plus the 235 reported not certified in the study, it appears that additional noncertified teachers were hired in 1963-64.

Even if those reported as "5-year provisional and 10-year provisional" pending are not counted in the combined total for both groups of teachers, it can be safely estimated that over 300 home economics teachers were employed without proper New York State certification. In one group 35 percent and in the other 41 percent held 10-year provisional certificates. Since first year teachers comprised 23 percent of the teachers employed in 1963-64 (and not surveyed) additional graduate study resources are needed to serve this group.

In a study of the degrees held, 46 percent held BS degrees with no further study. This number includes first year teachers. The number holding degrees beyond the BS, or reporting graduate study, is consistently smaller than in the 1962-63 questionnaire study.

There were 102 teachers reported holding tenure, therefore it appears that they were teaching in the same school in 1962-63, but did not respond to the Teacher Questionnaires. (See Table VI)

The summary of graduate study, Table VII, is very fragmentary since on the newest form of the personnel card, there is no information regarding recency and depth of study. Of the 114 about whom information was available, 53 reported some course work between 1960-64 and 38 studied between 1950-59. Certification requirements, again, may have boosted the number enrolling.

Findings - Part III - Administrators' Questionnaire Returns vs Teacher Training Output

With 82 percent of the public school administrators employing one or more Home Economics teachers replying, estimates of teacher needs were computed regionally and then projected to a regional 100 percent return for 1967-68; the present number of teachers employed was subtracted from this projection and new teacher positions which would open up in the period from September 1964 through June 1968, thus determined. Table VIII indicates that there will be 369 new teaching positions in Home Economics upstate by 1967-68, 128 in New York City, a total of 497. (See page 23)

Table IX which appears as a map, shows the component counties of the 11 economic areas, with the present and projected new numbers of teaching positions listed for each region. It is significant that downstate New York, including the Mid-Hudson, Westchester, New York City, and Long Island regions, accounts for over three-fifths (N=304) of the new teaching positions (N=497).

This indication of new positions, pointing up a demand for new teachers, not presently in the State's Home Economics teaching force, must be coupled with annual teacher turnover figures. The person-by-person analysis of the questionnaires vs the list of teachers employed in 1963-64 indicated that over 180 teachers in Home Economics positions had in 1962-63 resigned for various reasons, and were not teaching Home Economics in any other public or

private school in the State. This figure of 180 plus is not a projected one, but is based on only those teachers who returned the questionnaire. The actual number leaving teaching is, no doubt, higher.

If this rate of turnover continues for the years of 1964-65, 1965-66, and 1966-67, we can conservatively estimate that over 500 replacement teachers will be needed in this three year period, in addition to the 497 teachers to fill the new positions.

Again, the greatest need will be in the downstate area, particularly in Long Island where low tuition accessible teacher training facilities are lacking.

When this total need for approximately 1,000 teachers is compared with the June 1964 output of home economics teachers from the teacher training colleges and universities in New York State, the seriousness of the teacher shortage becomes apparent.

Table VIII

NEW YORK STATE HOME ECONOMICS TEACHER TURNOVER,
SUPPLY AND DEMAND STUDY

Estimated New Public School Teaching Positions by Economic Area from
Administrators' Questionnaires (82% return)

	Area	A Projected Number positions 1967-68 (projected to 100% return)	B Number employed 1963-64 (Bureau census)	C Proposed New Positions 1967-68 (A-B)	
1.	Long Island	559	445	114	
2.	Westchester	189	169	20	
3.	Mid-Hudson	171	129	42	
4.	Capitol District	191	173	18	
5.	Northern	124	110	14	
6.	Mohawk Valley	117	101	16	
7.	Binghamton	129	102	27	
8.	Syracuse	174	150	24	
9.	Rochester	219	180	39	
10.	Elmira	117	95	22	
11.	Buffalo	359 (inc. 74 City 285 Non-City)	326	Buffalo reports no new teachers needed in 1967-68	
				33	
		2349	1980	369	upstate
12.	New York City (100% reported)	960	832	128	N.Y.C.
		3309	2812	497	New positions

Additional Teachers will be Required to Replace Those
Retiring, Entering Non-Teaching Fields, and Going
"On Leave."

KEY TO SYMBOLS

● Colleges & Universities with Approved Home Economics Teacher Education Programs

= Economic Region Boundaries

1-12 - Region Number
B - Number Employed 1963-64
C - Proposed New Positions 1967-68

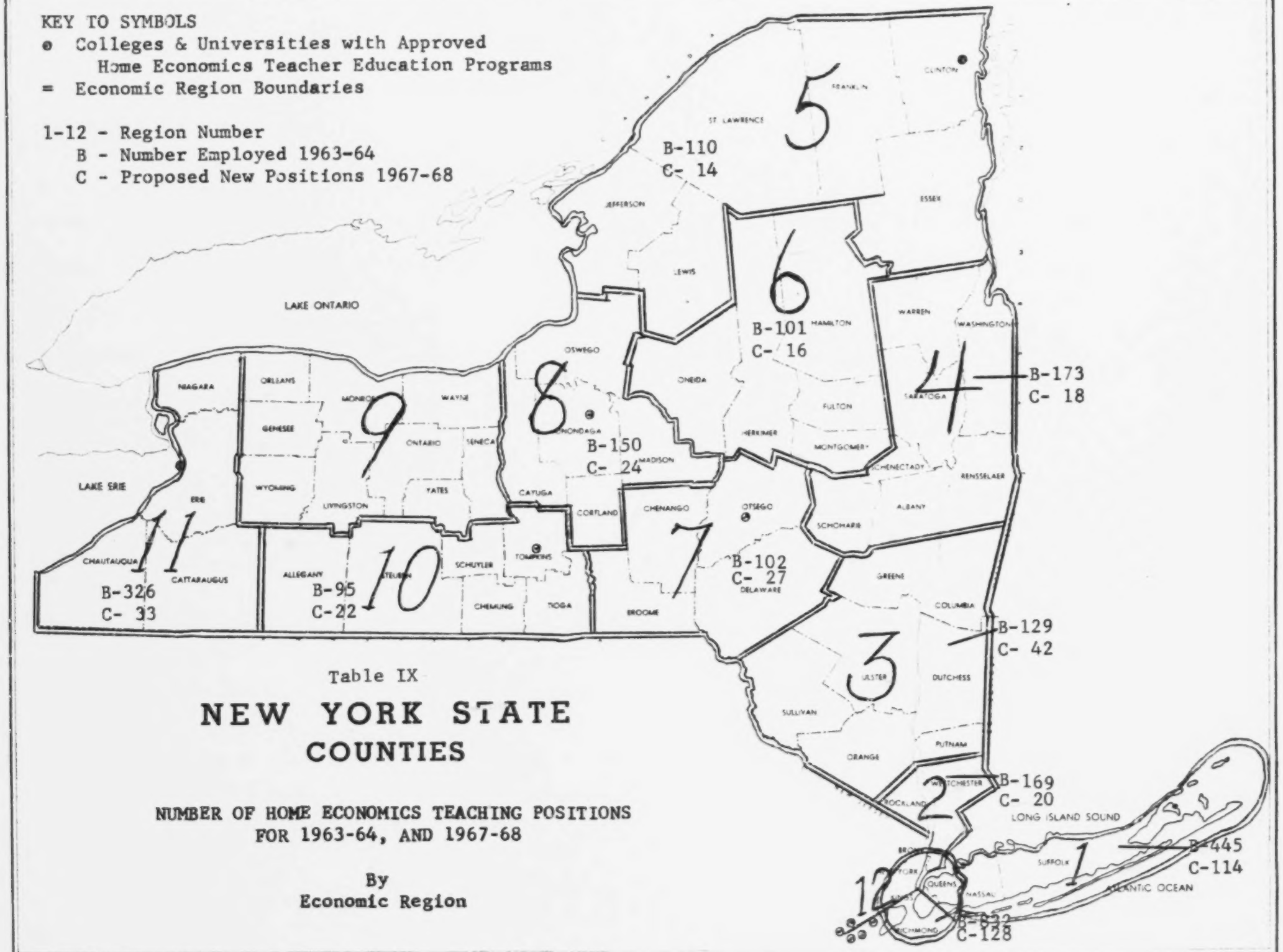

Table IX

NEW YORK STATE
COUNTIES

NUMBER OF HOME ECONOMICS TEACHING POSITIONS
FOR 1963-64, AND 1967-68

By
Economic Region

L-416-r

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Home Economics Education
Albany, New York 12224

Table X

Placement of Graduating Seniors
(Home Economics Education)

College	1964			1963			1962		
	# Graduated	# Teaching Home Economics in NYS		# Graduated	# Teaching Home Economics in NYS		# Graduated	#Teaching Home Economics in NYS	
		N.Y.C.	Upstate		N.Y.C.	Upstate		N.Y.C.	Upstate
Brooklyn	20	7	1	7	0	0	7	2	2
Buffalo-State Univ.	39	0	27	39	0	34	37	0	20
Cornell	27	2	10	22	0	12	26	11	7
Hunter	12	3	1	7	3	1	7	5	0
New York University	12	4	2	4	0	1	4	2	0
Oneonta-State Univ.	37	1	29	41	1	30	40	0	24
Plattsburgh-State Univ.	53	0	38	24	0	12	43	0	29
Queens				12	7	2	10	3	0
Russell Sage	9	0	0	5	0	5	10	0	6
Syracuse	2		2	10	0	4	12	0	7
Teachers College Columbia Univ.	0	0	0	0	0	0	0	0	0
Total	211 (36% did not enter teaching in N.Y.)	17 12%	110 52%	171 (40% did not enter teaching in N.Y.)	11 .6%	101 59%	196 (41% did not enter teaching in N.Y.)	23 11%	95 48%

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Home Economics Education
Albany 1

March 1963

Memorandum to: School Building Principals

Subject: Homemaking Education Questionnaires for "A Study of Turnover, Supply and Demand for Teachers of Homemaking Education"

It is important for us to secure some current data to help project our needs for homemaking teachers in the immediate future. The enclosed questionnaires are designed to produce the information required. Two forms have been developed, one for teachers, and one for administrators.

We would appreciate having you give each homemaking teacher on your staff a copy of the "Teacher's Questionnaire" to be completed by her and returned to the Bureau by May 1. May we ask you to complete the administrator's form and return it to us by the same date.

Thank you for your cooperation in this important study.

Joseph R. Strobel
Assistant Commissioner for
Instructional Services
(Vocational Education)

Dorothy S. Lawson, Chief
Bureau of Home Economics
Education

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Home Economics Education
Albany 1

March 1963

TO: City, Village and District Superintendents

SUBJECT: Homemaking Education Questionnaire "A Study of Turnover, Supply and Demand for Teachers of Homemaking Education"

It is important for us to secure some current data to help project our needs for homemaking teachers in the immediate future. We are concerned over the lack of well qualified homemaking teachers and, in order to make plans to correct the situation, we need data from homemaking teachers and school principals.

We have prepared two questionnaires, copies of which are enclosed. These are being sent to building principals. We wanted you to know about the study and will welcome any ideas you may have that would help us with this problem.

Joseph R. Strobel
Assistant Commissioner for
Instructional Services
(Vocational Education)

Dorothy S. Lawson
Chief, Bureau of Home
Economics Education

Instructions
Complete and return by
May 1, 1963

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureua of Home Economics Education
Albany 1

For Office Use Only

No. _____

A STUDY OF TURNOVER, SUPPLY AND DEMAND FOR TEACHERS OF HOME ECONOMICS EDUCATION

Administrator Questionnaire

I. GENERAL INFORMATION

A. School Name _____ B. County _____

C. Public _____ Non-Public _____

D. If Public, Name of School District _____

E. Title of Administrative Position _____

II. INFORMATION CONCERNING EMPLOYMENT OF TEACHERS OF HOMEMAKING EDUCATION

A. Please indicate the number of

_____ Homemaking teachers you now employ

_____ Homemaking teachers you employed in 1957-58

_____ Homemaking teachers you expect to employ in 1967-68

_____ Homemaking teacher positions now vacant

_____ Homemaking teacher vacancies which have occurred during this school year

B. What problems, if any, have you encountered in securing qualified homemaking teachers?

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Home Economics Education
Albany 1

Instructions
Complete and return by May 1, 1963

For Office Use Only

No. _____

A STUDY OF TURNOVER, SUPPLY AND DEMAND FOR TEACHERS OF HOME ECONOMICS EDUCATION

Teacher Questionnaire

I. GENERAL INFORMATION

A. Teacher Name _____ B. Social Security Number ___ ___ ___

C. School Name _____ D. County _____

E. Public _____ (1) Non-Public _____ (2)

F. If Public, Name of School District _____

G. Title of your position (1)___ Teacher (3)___ Department Chairman (5)___ Other (Specify)
(2)___ Administrator (4)___ Supervisor _____

H. Level (s) at which now Teaching ___ Elementary ___ Junior High ___ Senior High

I. Check (√) your certification status for homemaking education
(1)____ Not certified
____ Application pending
____ Application not pending
(2)____ 10-year Provisional
(3)____ Permanent or Life
(4)____ Other (Specify)

II. EDUCATIONAL INFORMATION

A. Complete post secondary educational background in reverse chronological order

Name and Location of University, College, Technical School, Other	Attended from-to		Years Completed	Major Subject	Degree of Hours Earned
	Year	Year			

B. Do you have any plans for further study? _____ Yes ____ No
If yes, check (√) the scheduling pattern (s) which best meet your needs?
_____ Regular summer session
_____ Concentrated blocks in summer session
_____ During school year
_____ Afternoon
_____ Evening
_____ Saturday
_____ Other (Please Specify)
_____

III. EMPLOYMENT INFORMATION

A. Give total number of years experience, including present year
_____ Teaching home economics at elementary or secondary level
_____ College teaching
_____ Extension service
_____ Home economics jobs in business and industry
_____ Other (Please specify)
_____

B. Have you had any interruption (s) in your home economics teaching service? ____ Yes ____ No
If Yes 1. How many interruptions? _____
2. How many years do these interruptions total? _____

IV. QUESTIONS FOR TEACHERS NEW IN PRESENT POSITION

A. Please check (✓) the following information
1. Is this a newly created position? _____ Yes _____ No
2. What did you do last year?
Taught in another school?
(1) _____ New York State public school
(2) _____ New York State non-public school
(3) _____ School outside New York State
(4) _____ Taught in college
Attended college
(5) _____ Undergraduate level
(6) _____ Graduate level
(7) _____ Extension service
(8) _____ Business or Industry
(9) _____ Homemaker at home
(0) _____ Other (Please specify)
_____

B. If you previously have taught home economics at the elementary or secondary level, during what school year did you last teach? _____